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ABSTRACT

This report presents information on the status of arts education in South Dakota schools. Central to the report are the findings of a statewide survey of school districts that was conducted as part of a long-term project to advance the arts in South Dakota schools. Findings are reported in a number of areas, including budgets, staffing, course offerings, written curricula, school facilities, professional staff development, and teacher perceptions. Overall it was found that there is considerable need for improvement in most areas of arts education. Ten recommendations are put forth based on the survey and other information. The report also includes background information in support of arts education in South Dakota schools, and discusses a plan to help school districts to develop arts education curricula through pilot schools. Three appendices are included: (1) Survey instruments, including cover letter; (2) Information on random sampling; and (3) South Dakota map indicating respondent schools. A report on the six schools that have participated in the Arts Basic Curriculum pilot program, the creation of which is mentioned in the report, is included as an addendum. (DB)

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SOUTH DAKOTA ARTS COUNCIL

Arts Education In South Dakota Schools

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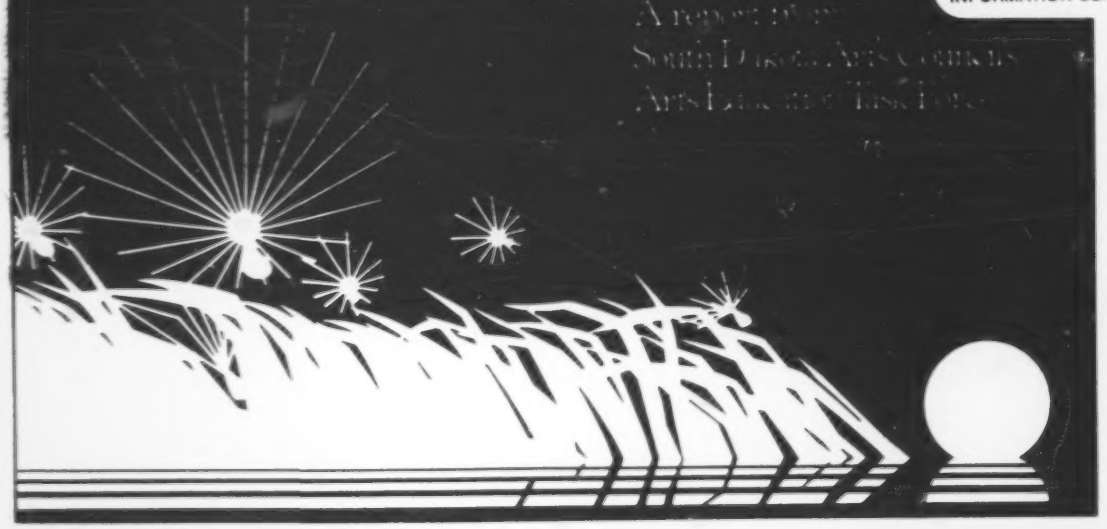

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SOUTH DAKOTA ARTS COUNCIL

Arts Education In South Dakota Schools

A report from
South Dakota Arts Council's
Arts Education Task Force

September, 1990

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Credits And Contact Information

This report was prepared by the South Dakota Arts Council in conjunction with the South Dakota Alliance for Arts Education, South Dakotans for the Arts (formerly Foundation for the Arts in South Dakota), and the South Dakota Division of Education. The report is one aspect of a long-range project to advance the arts in South Dakota schools.

The advisory council for the report and the project has been a group of citizens with the formal title of Arts in Schools Basic Education Grant Planning Task Force. The group will be referred to as the Arts Education Task Force throughout this document.

Financial support comes from appropriations to the Council from the South Dakota State Legislature and from an Arts in Education grant through the National Endowment for the Arts. The grant is called AISBEG—Arts in Schools Basic Education Grant.

Many people and organizations contributed to the report, among them:

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STATE OF SOUTH DAKOTA

GEORGE S. MICKELSON
GOVERNOR

EXECUTIVE OFFICE
STATE CAPITOL
PIERRE, SOUTH DAKOTA
57501
(605) 773-3212

August 6, 1990

Dear Friends:

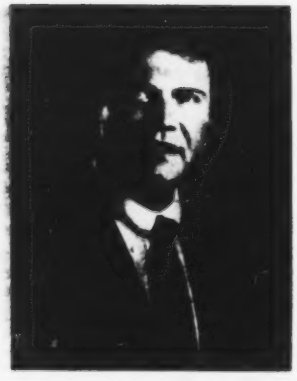
I am pleased with the work of the Arts Education Task Force of the South Dakota Arts Council and commend the group for its review of arts education in South Dakota.

The arts, in all their forms, play an important role in creating a positive quality of life for South Dakotans. It is important for students in the state to gain a greater sense of the many possibilities for future creative endeavors offered through the arts.

Continued efforts of this task force and the South Dakota Arts Council in building strong arts education programs will help to ensure our children will live fuller lives enriched by a more thorough understanding and appreciation of the dynamic world around them.

Please accept my appreciation for all your hard work on this important issue.

Very truly yours,



GEORGE S. MICKELSON

SouthDakota
GREAT FACES. GREAT PLACES.

Department of Education and Cultural Affairs

August 1990

Dear arts supporters:

After many hours of hard work by the Arts Education task force and the Arts Council staff, information on the state of arts education in South Dakota is now available for dissemination. Although the work of the task force is far from complete, publication of the statistical results of the survey is an important step toward our goal of advancing the arts in South Dakota schools.

I am enthusiastic about the future plans of the task force--to work with three pilot schools to develop local K-12 arts curriculum. This project, which will involve a tribal, a rural, and an urban school, is funded by the National Endowment for the Arts and, we hope, new state funds.

The arts should be part of every child's education and should be integrated throughout the curriculum. Creative thinking skills are essential for students and will be increasingly valuable in the future as students are challenged to meet the needs of the 21st Century.

Respectfully,

John A. Bonaiuto, Ed.D.
Secretary

Office of the Secretary, 700 Governors Drive, Pierre, SD 57501-2291; (605) 773-3134

SDSU

South Dakota State University
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Brookings, SD 57007-0897

College of Arts and Science
Music Department
Lincoln Music Hall
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August 6, 1990

Dear Reader,

One of the priorities of the South Dakota Arts Council's new long range plan, is to address improving arts education for South Dakota students, K-12. A special Arts Education Task Force was formed to focus on this objective and this report is the culmination of this group's first year of activity.

It has been a pleasure for me to chair and work with the talented, dedicated members of the task force and I thank them for the thoughtful, excellent work they have done in the first year of this multi-year project. I would like to also express special appreciation and gratitude to Margaret Hasse, Dennis Holub and Colin Olsen for their professional expertise and dedication to this project.

Thanks also to the National Endowment for the Arts, whose special Arts in Schools Basic Education Grant program has made the project possible and to the South Dakota Legislature for its continued support of arts education. This project has placed South Dakota in a position of leadership nationally, in addressing improvement of arts education in rural America and in tribal schools.

Continued state support to match the federal commitment is critical to the success of this project. Just as art lies at the heart of American idea, quality art education is fundamental to educating our citizenry to its fullest potential.

Sincerely yours,

Warren G. Hatfield

Warren G. Hatfield, Chair
South Dakota Arts Council

SOUTH DAKOTA ARTS COUNCIL

Office of Arts • Department of Education and Cultural Affairs

August 10, 1990

Dear readers,

South Dakota Arts Council's long range plan includes a multi-step, five year focus on improving arts education for elementary and secondary schools. This report of the Arts Education Task Force is one of the beginning steps.

I wish to thank the excellent work of the task force led by the Arts Council's chairman, Dr. Warren Hatfield. Congratulations to all of you on the impressive progress in one year. I also thank arts coordinator, Colin Olsen, from our staff, for his dedication to this project and consultant Margaret Hasse for her expertise in writing the report.

The plans of the Arts Education Task Force would not be possible without the generous support of the National Endowment for the Arts. South Dakota's Arts in Schools Basic Education grant from the NEA will make new arts education programming possible. Funds from the State Legislature also are critical to our future success.

At the core of the arts is communication. This report explores ways of expanding communication through the arts for students.

Best regards,

Dennis Holub

Dennis Holub
Executive Director

South Dakota
GREAT FACES. GREAT PLACES.©

108 West 11th Street
Sioux Falls, SD 57102-0788
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What Our Presidents Have Said About The Arts

George Washington
Letter to Reverend Joseph Willard, March 22, 1781

"The arts and sciences essential to the prosperity of the state and to the ornament and happiness of human life have a primary claim to the encouragement of every lover of his country and mankind."

John Adams
Letter to Abigail Adams May 12, 1780

"I must study politics and war that my sons may have liberty to study mathematics and philosophy. My sons ought to study mathematics and philosophy, geography, natural history and naval architecture, navigation, commerce, and agriculture, in order to give their children a right to study painting, poetry, music, architecture...."

Thomas Jefferson
Letter to James Madison September 20, 1785

"You see I am an enthusiast on the subject of the arts. But it is an enthusiasm of which I am not ashamed, as its object is to improve the taste of my countrymen, to increase their reputation, to reconcile to them the respect of the world, and procure them its praise."

Franklin D. Roosevelt
Address at Temple University, Philadelphia, PA February 22, 1936

"Inequality may linger in the world of material things, but great music, great literature, great art and the wonders of science are, and should be, open to all."

Dwight D. Eisenhower
Remarks at opening of new American galleries at the Metropolitan Museum of Art October 24, 1957

"Art is a universal language and through it each nation makes its own unique contribution to the culture of mankind."

John F. Kennedy
Remarks on behalf of the National Cultural Center, National Guard Armory November, 29, 1962

"Art and the encouragement of art is political in the most profound sense, not as a weapon in the struggle, but as an instrument of understanding of the futility of struggle between those who share man's faith. Aeschylus and Plato are remembered today long after the triumphs of imperial Athens are gone. Dante outlived the ambitions of 13th-century Florence. Goethe stands serenely above the politics of Germany, and I am certain that after the dust of centuries has passed over our cities, we too will be remembered not for victories or defeats in battle or politics, but for our contribution to the human spirit...."

Lyndon B. Johnson
Remarks at signing of the Arts and Humanities Bill
September 29, 1965

"Art is a nation's most precious heritage. For it is in our works of art that we reveal ourselves, and to others, the inner vision which guides us as a Nation. And where there is no vision, the people perish."

Richard M. Nixon
Address at the Annual Conference of the Associated Councils of the Arts
May 26, 1971

"We, this Nation of ours, could be the richest nation in the world. We could be the most powerful nation in the world. We could be the freest nation in the world—but only if the arts are alive and flourishing can we experience the true meaning of our freedom, and know the full glory of the human spirit."

Gerald R. Ford
Message to Congress, transmitting Annual Report of the National Endowment for the Arts and the National Council on the Arts
June 23, 1976

"Our Nation has a diverse and extremely rich cultural heritage. It is a source of pride and strength to millions of Americans who look to the arts for inspiration, communication and the opportunity for creative self-expression."

Jimmy Carter
Remarks at a White House Reception National Conference of Artists
April 2, 1980

"The relationship between government and art must necessarily be a delicate one. It would not be appropriate for the government to try to define what is good or what is true or what is beautiful. But government can provide nourishment to the ground within which these ideas spring forth from the seeds of inspiration within the human mind...."

Ronald Reagan
Remarks at the National Medal of Arts White House Luncheon
June 18, 1987

"Why do we, as a free people, honor the arts? Well, the answer is both simple and profound. The arts and the humanities teach us who we are and what we can be. They lie at the very core of the culture of which we're a part, and they provide the foundation from which we may reach out to other cultures so that the great heritage that is ours may be enriched by—as well as itself enrich—other enduring traditions."

George Bush
Remarks at the National Medal of Arts White House Luncheon
November 17, 1989

"The diversity of art in this nation is truly a product of the diversity of our democracy. The American arts, like a many-faceted mirror, have been a colorful reflection of this nation's history....We need to make this great diversity of art more a part of the lives of all Americans. And we need to begin this effort in our schools so that our young people will have a sense of their heritage and the creativity of the present. We need to make special efforts to reach out to those who do not regularly participate."

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Foreward

The purpose of this report is to describe the status of the arts in South Dakota's elementary and secondary schools and to offer insight into how arts education can be preserved and enhanced for students. The document contains the results of a survey and describes a major effort underway to advance arts education across the state.

The South Dakota Arts Council, the primary sponsor of this report, invites you to read this document, to consider the recommendations and, most importantly, to join in the significant work to guarantee that each child in the state receives a solid and lively education in the arts. Although some study in the arts is required for high school graduation in South Dakota, not all students receive the on-going education and encouragement necessary to achieve a good foundation in the arts that can last a lifetime.

Students in South Dakota deserve a full and balanced educaton. This is not possible without including the arts in each step of schooling. Ideally, all students should have a basic working knowledge of the parts and principles of each of the arts disciplines of music, visual arts, dance, drama and creative writing. Such knowledge should include the making of art; the history of art and its role in various societies and among different people; ideas and feelings contained in various works of art; considerations of what is beautiful and good; and investigation into an individual's own creativity.

To impart such knowledge is a difficult task. South Dakota can shirk its responsibility, claiming low financing or geographical remoteness from major cultural centers. The state can give some of its students—perhaps those especially talented ones—an arts education, or can offer a partial education in some of the arts. But this would not be fair or right. We South Dakotans, we Americans, believe that our public education system is part of the great dream of democracy, "the pursuit of happiness," for each, for all. We will work for this equality of opportunity in the arts as in other areas of endeavor.

(continued)

Foreward

"Mankind has an essential need to communicate and express feelings. This is basic to human needs and understandings. Art is basic to human life, all ages. We have our education system as a vehicle. Let's educate our children by getting arts in our curriculum as basic to any form of education."

— COURTLAND SWENSON,
Arts in Education Chairman,
South Dakota Arts Council

Besides, providing the arts is a delightful duty. The arts bring us into contact with poetry, with tribal dance, with music, pageantry, drawing and painting and other expressions of humankind. Schools, with their mandate to do the best for all students' education, can provide an excellent education in the arts, but only with support and help from their communities and the general public.

We hope that you will find compelling reasons for encouraging an arts education for all. Perhaps you were educated in one of the state's one-room schoolhouses and feel grateful that, even within limited resources, your teacher found a means to instill in you an appreciation of music. You may have had a life rich with contact from people of various backgrounds and you want schools' arts programs to include examples of artwork from all the cultures that comprise America, including the many Native American tribes indigenous to this area. Or you may have left school with little or no education in the arts and, later in life, come to value painting or theater. You feel disadvantaged by your past and want to help others avoid your experience.

Whatever reasons you have, we ask that you consider using your time and talent to advance arts in the lives of students. You can use your role—whether you are a superintendent of a school district, a person who influences public policy, a teacher, a parent, an artist, a citizen—to achieve the best in the arts for the children in your sphere of influence. Your actions can be big and bold, such as proposing legislation that helps secure funding for arts in the schools, or small and personal, such as finding ways to expose children to artwork. You can join organizations to help the cause, including the South Dakota Alliance for Arts Education and South Dakotans for the Arts (formerly Foundation for the Arts in South Dakota). Reading this report can provide some background for what you choose to do in behalf of arts education.

When you take steps to improve arts education, you have joined in a state and a national movement. This report, and survey upon which it is based, was funded through a grant to the South Dakota Arts Council from the National Endowment for the Arts.

Funding for states engaged in planning long-range commitment to arts education is one of the strategies of the National Endowment for the Arts to improve arts education. Another one is the achievement, for the first time this decade, of a study of the arts in the nation's schools called *Toward Civilization.* We recommend that report to you as another fine document giving substance to the reasons, the facts and the possibilities for arts education. Our report is indebted to that larger one, and derives part of its impulse and its courage from it.

In Support Of An Arts Education In South Dakota Schools

"As we bridge the two centuries and prepare for a future when the pace of life promises to accelerate at even greater speeds than today, those experiences that enhance the quality of life and enrich our existence become priceless commodities. Enjoyment of the arts—the experience of creativity, and development of an aesthetic sensitivity that distinguishes us from other creatures, all are an essential part of schooling and need to be common experiences for all students if we are to derive full satisfaction from our leisure time activities."

— RON BECKER,
Director of Secondary Education,
Sioux Falls Public Schools

South Dakota is a state where middle and western America meet. Divided by the Missouri River, the topography of the plains changes abruptly at mid-state from eastern farm land to western ranch country. The total population of 700,000 is spread over a large land mass with two of the largest cities—Rapid City on the edge of the Black Hills, and Sioux Falls—located at opposite ends of the state, 350 miles apart. The state is dotted with hundreds of small communities of 1,000 people or fewer.

Nine separate Indian reservations or sovereign governments exist in the state. The Native American population of 45,000 is located both on and off the reservations. Native Americans, primarily Sioux, are the state's largest minority.

In 1989, South Dakota celebrated its centennial of statehood. Citizens from South and North Dakota wrote and endorsed a "Declaration of Dakota Cultural Identity," or "Dakota Visions," which described, lyrically and with precision, the necessity of the arts in the Dakotas, and the unique qualities of the arts as they have developed here.

The land, seasons and cycles of planting, harvesting and migrations of wildlife influence Dakota cultural identity. The climate, with its sharp contrasts, and the geography, with its long distances, encourage both independence and interdependence among citizens. The culture includes people of Native American heritage, descendants of pioneers and recent immigrants; each has a tradition in the arts which deserves respect. Connections with the environment root spirituality in nature, and affect the content of the arts.

The Declaration speaks to the universal nature of the arts among people and throughout history, stating, "through the arts we give voice, color, form, texture, and meaning to the vast range of what it is to be human." The Declaration ends by proclaiming a commitment to making the arts accessible to all citizens through awareness and education.

Awareness and education in the arts occurs at all ages and in many settings both informal and formal. The most compelling reasons exist for promoting an arts education for young people in schools. In South Dakota, about 140,000 students are in school, kindergarten through twelfth grade. This number represents about 20% of the state's population of 700,000. Education plays a significant role in the lives of South Dakota's young people, developing their knowledge, expanding their horizons, encouraging their interests.

The arts are essential to a full and balanced education. They are subject areas worthy of study in and of themselves. Since the early history of humankind, the arts have been part of the individual and community experience. The arts need to be offered alongside other basic fields of knowledge. Through the arts, students develop their senses, explore imaginative options, express values and feelings and in other ways are engaged physically, intellectually and emotionally.

Several ingredients appear to be essential to accomplish the goal of an arts education for all students. First of all, a determination must be made regarding what comprises a basic arts education. In South Dakota, this has been expressed through a recommended state Fine Arts Curriculum guide. Locally, schools and their teachers must also set goals for students' learning in the arts and decide how to accomplish these goals. A dose of the arts at one level, such as in high school, is not sufficient. It must percolate from the bottom up. To educate a student in the arts requires introducing concepts and information appropriate to each grade level and each student which build upon past education. This is referred to as "sequential arts education."

Second, the education must be provided by people who are knowledgeable and committed to the arts. Teachers provide the content of the arts education, including history and critical theory, and they also help evaluate student learning. Qualified teachers may include those whose entire professional life is given to the arts, such as a music specialist or classroom teachers of diverse subjects or elementary teachers who have significant training in the arts. Ideally, a school with a good arts education program uses both types of teachers as well as provides ways to keep all teachers professionally up-to-date and informed.

In Support Of An Arts Education In South Dakota Schools

"The arts are important to the school curricula to balance the opportunities to develop students' intellectual, physical and aesthetic potential, and to achieve arts literacy so that our future citizens may enjoy richer lives, and be intelligent consumers and stewards of the arts as adults."

— WARREN HATFIELD,
Chairman, South Dakota Arts Council

Third, appropriate resources must be devoted to arts education. Locally, this means time, facilities, materials and various sorts of support which may include special programs, such as lyceums or Artists-In-Schools. At the state level, this means providing cultural programs that schools and teachers may use to enhance local education.

South Dakota believes in the value of the arts and arts education, and has made visible its support in many ways. A department of state government, the Department of Education and Cultural Affairs, fosters cultural development through a number of divisions and offices, such as:

- The State Library which houses a wealth of knowledge with the arts of literature, film and video accessible to students and adults, including those who are visually handicapped and hearing impaired;
- South Dakota Public Broadcasting which presents the best of the nation's arts and humanities to audiences across the state, including schools, through Instructional Television and Public Radio;
- The Office of History which allows exploration of South Dakotan's heritage through museums, educational programming and publications;
- The South Dakota Arts Council which helps to support arts organizations and artists and deliver arts to classrooms through the Artists-In-Schools programs and other grants;
- The Division of Education which is charged with preparing young people for the future during their tenure in schools and which requires the arts as part of schooling; and
- South Dakota Curriculum Center which houses model curricula from several states and local districts. The Center also provides technical assistance to South Dakota Schools in all areas of curriculum development. According to the administrative rules governing education in South Dakota, an elementary education program "shall include English/language arts...art (and) music" along with five other subjects. However, "the amount of time allotted to each subject shall be governed by the capacities and needs of the children and by the recommendations of the curriculum guides." The same eight subjects are required areas for middle and junior high schools.

South Dakota is one of only nine states that require the arts for every high school student as a requirement for graduation. Students must take one-half unit of credit in the arts. The class may be a survey course, covering a number of arts disciplines, or may be a one-discipline course, such as orchestra or Native American arts and crafts. Also permitted to fulfill the requirement is participation in fine arts student activities such as vocal music, instrumental music, dramatics, oral interpretation or any combination of these.

Division of Education statistics show us that 1,287 certified teachers worked in South Dakota schools in 1989. Out of that number, 858 have literature accreditation which may include creative writing background, 665 are music teachers, 521 have full or partial accreditation in art, and 289 have theater accreditation. As a result, 21% of the teaching force is certified in an arts area.

South Dakota has adopted a Fine Arts Curriculum guide created by the Division of Education in 1986, and subsequent plans for continual evaluation and significant modification of it. This curriculum guide is designed to provide classroom teachers with a basic outline for instruction in the fine arts. It covers creative writing, dance, drama, music, and the visual arts. All schools have copies of this teaching tool.

"Arts education enchances young people's ability to communicate whether verbally, through the written word or through visual symbols, music or dance. Communication through the arts adds to each student's creativity. Individual creative thinking will be increasingly necessary to solve problems during the 21st century."

— DENNIS HOLUB,
Executive Director,
South Dakota Arts Council, Sioux Falls

The administrative rules require that local school boards adopt "plans of study" regarding their curricula. Since the fine arts are to be included in the curricula, "plans of study" should include these subjects. However, not all schools have included the arts. Furthermore, since curriculum content is decided at the local level, school philosophies of arts education vary from district to district.

Coordinated by the South Dakota High School Activities Association, competitive events in the arts point to the success of existing programs. All-State Band, Orchestra and Chorus involve 166 of the 189 public schools districts. Over 20,000 high school students participate in auditions. The State One-Act Play Contest includes 102 high schools and close to 3,000 students. Several South Dakota students have performed well in national arts competitions.

In 1980, "Prairie Winds" was initiated by the Division of Education. A publication which annually prints three issues a year devoted to creative writing, art and photography of about 600 students selected through a jury of experts, becomes a teaching tool in many schools. "Prairie Winds" is now published by the Black Hills Special Services Cooperative in Sturgis and enjoys great state-wide popularity.

South Dakota Arts Council promotes the popular Artists-In-Schools Program with funds from the National Endowment for the Arts, South Dakota State Legislature and the Division of Education. Coordinated by the Office of Arts, the program places practicing professional artists in elementary and secondary schools on a matching funds basis to directly involve students in creative writing, folk arts, performing arts and visual arts. Residencies of one week to a full year are available. One hundred and seventy one weeks of residencies in seventy four school districts were held in 1989-90; altogether, 46 artists worked with 27,488 students.

Through the South Dakota Arts Council, the Office of Arts also provides funding for Arts Educator Grants, Special Project Grants available to schools, and Solo Artists in Libraries. Solo Artist in Libraries is a partnership program with the state library providing summer arts experiences in five-day residencies. The Excursion Program transports students to arts activities. Touring Arts Teams uses an Artist-In-Schools and a solo performing artist in five-day residencies to introduce small communities to the programs of the Arts Council.

Additional programs in the Division of Education may include the arts, such as:

- "Youth at Risk" programs where the arts play a role in prevention of teen-age school drop outs.
- The National Diffusion Network which allows teachers and administrators to visit promising education programs or receive training which can be in an arts area;
- Pre-school programs;
- Special Education;
- Gifted and Talented Education;
- Odyssey of the Mind competitions which have a category devoted to the arts; creativity plays an important role in all categories;
- Future Problem Solving programming;
- Library plans;
- Indian education;
- Improvisational Theater Camps which use creative dramatics to promote drug-free schools in 75 communities;
- Very Special Arts program.

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Arts In Schools Basic Education Grant Project

"The arts are important to education because they provide a deeper sense of purpose within the academic development of young minds. An effective arts education can create strong incentives and fresh perspectives on learning. Arts education promotes healthier attitudes and nurtures more positive intellectual, emotional and physical growth."

— TOM ROBERTS,
Artist-In-The-Schools, Theatre, Sioux Falls

While state support of the arts and of arts education in South Dakota is evident, students in schools are not being fully educated in the arts and program offerings are uneven across the state. The realization that more can be done to achieve better education in the arts for all prompted a number of arts and education leaders in the state to join forces and develop a plan to improve the situation.

The South Dakota Arts Council, in conjunction with the Division of Education and the South Dakota Alliance for Arts Education, created such a plan. In 1989, the Council successfully competed for funding from the National Endowment for the Arts which was matched with state monies. The financial resources permitted these features of the plan to be acted upon the first year, 1990:

- A Task Force comprised of people knowledgeable in the area of arts and education was established to actively help the Arts Council with its long-range project.
- A survey of schools was conducted. The survey adds to the knowledge regarding the state of arts education in South Dakota schools; provides a basis for the Task Force to project needs and recommendations and to act on them; and permits future evaluation of whether the long-term goals were achieved.
- A document reporting on the project and the survey was created and distributed to public officals, arts and education leaders, and local citizens in order to raise awareness and increase support of arts in the schools.

The project does not end here, but unfolds to include these plans for 1991 and beyond:

- A pilot program to assist local schools develop models for curricula in the arts useful to other schools is being established. (Refer to the report section called "Next Step: Pilot Schools" for more information.)
- With the theory in mind that practical, lively materials help schools direct their efforts in the arts, the state Fine Arts Curriculum guide will be revised, reproduced, and widely distributed. Teachers will be offered assistance in using the guide to develop local curricula.
- A number of significant art education workshops will provide direct services, training and assistance to teachers to help them with offering the arts.
- The project will inform and energize people and organizations, forming linkages and working in the spirit of cooperation so that shared energies and resources can assist arts education and the support base is expanded.
- The Task Force will continue to evaluate the project's direction and to assure that positive changes are occuring in the schools on behalf of students' arts education.

Statewide Arts Education Survey Of School Districts

Background On The Survey

A survey was conducted as part of the long-term project by the South Dakota Arts Education Task Force to advance the arts in South Dakota schools. The survey was designed to meet several goals. First, it was to provide base line information on the status of arts education throughout the state that could be compared with similar data collected in the future. Second, it was to act as a needs assessment and allow the Task Force to draw conclusions and make recommendations regarding the best means to improve education in the arts. Third, the questions were designed to permit comparisons between the type of arts education provided in smaller, medium-sized and larger school districts. Fourth, the questionnaire served to help publicize the Task Force and its project.

The questionnaires were developed through a series of steps over several years' time. An initial survey instrument was created in 1988 by the South Dakota Alliance for Arts Education and Maizie Solem, curriculum specialist in the Sioux Falls School District, now retired. When the South Dakota Arts Council received funding, in 1989, for a state-wide survey from the National Endowment for the Arts, the Council created a Task Force. This body, in turn, established a sub-committee to oversee the survey, chaired by John Bonaiuto, formerly, Superintendent, Vermillion. The survey sub-committee revised the 1988 survey, circulating copies of the draft to the Task Force and the project director, Colin Olsen, Arts Education Coordinator for the Council, for comments.

Two questionnaires were agreed upon, one for school district superintendents or administrators and one for arts education teacher contacts. (The questionnaires are included in the appendix.) Each questionnaire contained 22 items, several of which characterized the school district in terms of size or other identity.

The questionnaires were distributed to 99 school districts selected via a stratified random sampling from the 276 school districts in South Dakota through a mailing from the South Dakota Arts Council.

School districts were divided by enrollment into three categories: 801 and above students were defined as large, 800-351 students were defined medium, and 350-40 students were defined small. (For more information on the process of random sampling, refer to the Appendix.)

A cover letter from John Bonaiuto, Janet Brown, Gene Fracek and Dennis Holub urged the superintendents to participate in the survey. Each superintendent was asked to distribute three teacher questionnaires to art staff in elementary, middle or junior high and high school. The return date was December 15, 1989.

The questionnaires were provided with postage-paid return envelopes. The initial request was sent November 1, 1989, and a follow-up postcard in late November urging return of the forms. From December to January, telephone calls were made to superintendents whose districts had not responded.

Responses To The Survey

At least some response was obtained from 77 of the 99 school districts. That constituted an overall response rate of 78%. The response rate from the administrator questionnaire was 73 responses or 74%. The majority (53) were superintendents. Fourteen were curriculum directors. Six listed themselves as "other." Among the large, medium and small districts, small districts made up the largest number (39 districts or 53%) of the districts responding.

Not all survey items had responses in significant enough numbers to warrant consideration. Several factors may account for this. First, as a ground-breaking survey, the questionnaire form may have had some questions which were difficult to interpret. Second, dance, drama and creative writing respondents were so few that the data resulting would not be statisically meaningful. The low numbers of dance, drama and creative writing responses reflect the low numbers of teachers in these fields.

However, from returns on a majority of items, patterns concerning the quality and quantity of arts education can be determined. Conclusions are drawn and reported in another section of this report.

Major Findings

Local Districts' Overall Budgets (Table 1)

Median budgets for responding districts in the categories of large, medium and small for the last two school years ranged from $4,454,556 to $878,145. The median budget for a large school district in South Dakota this past year was almost four and a half million dollars.

In a small district (student body size 350 to 40), almost a million dollars (representing a median figure) were spent the last school year.

District budgets increased over the last two years 7.5% for large districts, 5.3% for medium districts, and 9.8% for small districts.

TABLE 1. Total District Budgets for 88-89, 89-90, and Percent Increase

District	88-89 Median	89-90	Percent Increase
Large	$4,143,680	$4,454,556	7.5
Medium	$2,114,382	$2,226,431	5.3
Small	$ 878,145	$ 964,647	9.8

Note: It should be noted in this table that the budgets reported may not be the same as figures that may be available at the state level. In any respect, they appear to reflect what might be expected in regard to size of district and percent increase for two years. The median values are used rather than the mean or average budgets due to extremely high or low budgets that would overly inflate or deflate the mean value.

Major Findings

Local Districts' Arts Education Budgets (Table 2)

The survey showed that district budgets for the arts increased very slightly over the last two years. The survey ascertained the amounts of monies large, medium and small districts annually spend directly on their arts programs (with items such as staff salaries and classroom space not included.)

A median large district may spend $16,625 annually on direct costs in arts education; a medium-sized district, $8,961, and a small, $3,192.

From the survey, we learn that music is the most highly funded among the arts areas of visual arts, music, drama, dance and creative writing, in each category of school size. The expenditures in music range from the 1989-90 school year cost of $8,963 in large districts, to $6,000 in medium sized districts and $2,192 in small districts.

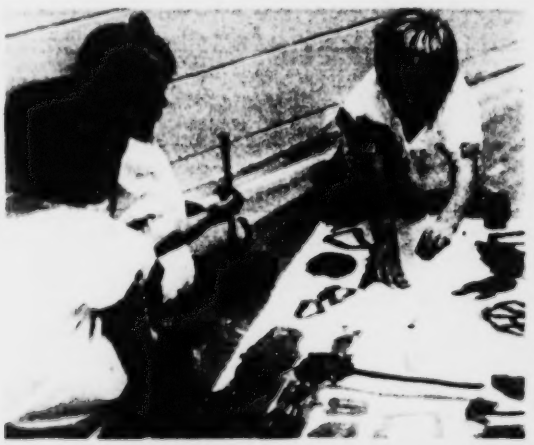
In dance, specific figures were not available for funding. This may be because South Dakota follows the national profile: it is rare that dance education is a part of schools' curricula. In schools where some dance activities occur, they are generally of a social dance nature and placed in the physical education department.

According to teachers in 50% or more districts, the resources available to music education are adequate at elementary, junior high and high school levels. In visual art, resources available are adequate in 34% of the elementary schools, 38% of the junior highs and 55% of the high schools.

TABLE 2. Arts Education Budgets by Art Area for Two Year Period

Large Districts (20)			Medium Districts (14)		Small Districts (39)	
Area	88-89 Median	89-90	88-89 Median	89-90	88-89 Median	89-90
Visual Arts	5,000	5,062	2,000	2,250	150	500
Music	7,500	8,963	6,000	6,000	1,500	2,192
Drama/Theatre	1,600	1,600	650	711	300	300
Dance	—	—	—	—	—	—
Writing	1,000	1,000	100	—	175	20
Total	$15,100	$16,625	$8,750	$8,961	$2,125	$3,192

Note: These amounts are direct expenditures and do not include items like staff salaries or facilities.



Staffing in the Arts (Tables 3 & 4)

From the survey results, we learn that a large district with a median staff of 83 may have about 6.5 staff in the arts. In a medium-sized district, with a staff of 45, 6 may be in the arts. In a small district with a median of 18 staff members, 4 may be in the arts.

Most districts report that staff were employed in visual arts, music, drama, and writing, with music comprising the largest number among these. Out of all the districts reporting in the state, there were a total of two staff positions in dance reported.

The percentage of staff in the arts compared with overall staffing is lower in larger districts where the arts staff is slightly less than 8% of the total staff. In medium to small districts, the arts staff is slightly over 13% and 22% respectively.

Who teaches the arts in South Dakota schools?

Music at the junior high and high school levels is the discipline most often taught by specialists at all three district size levels.

According to the survey, all of the large districts and the medium districts that responded said that elementary music was taught by specialists. In small districts, 21% reported music taught by the regular classroom teacher and 59%, taught by specialists; 20% did not respond. In visual arts, the percentages related to use of specialists in the 3 size strata of district are 25% (large), 36% (medium) and 13% (small). Districts reported that the regular classroom teacher teaches some percentage of instruction in visual art, drama, dance and writing.

A relatively high percent of districts in each category reported use of specialists in junior high and high school in the areas of visual arts, drama and writing.

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TABLE 3. Staffing in the Arts

	Large (20)			Medium (14)				Small (39)			
FTE*	N	%	Median	%	N	%	Median	%	N	%	Median	%
Total Staff	2,507	100	83		404	100	45		581	100	18	
Visual Arts	44	1.75	2	2.4	8	1.98	1	2.22	5	.86	—	—
Music	99	3.94	3	3.6	23	5.69	3	6.66	45	7.75	2	11.11
Drama/Theatre	14	.55	1	1.20	2	.49	1	2.22	9	1.54	1	5.55
Dance	2	.07	—	—	0	—	—	—	0	—	—	—
Writing	14	.55	.50	.60	5	1.23	1	2.22	11	1.90	1	5.55
Total Staff	173	6.86%	6.5	7.8%	38	9.39%	6	13.32%	70	12.05%	4	22.21%

Note: Reading from left to right across the row labeled "Total" under FTE it can be seen that the large school districts reported a total of 2507 FTEs, medium school districts 404 and small districts 581. The reason that the small districts FTE total N is larger than the medium sized districts is because there were more small districts included in the sample. The median value is a more reliable indicator of the typical number of FTEs and those values are 83, 45, and 18 for the large, medium and small schools respectively. It can be observed in the Table that the five areas make up a small percentage in respect to FTEs.

* FTE = Full-Time Equivalency of Staff Members

TABLE 4. Staffing of Fine Arts Courses

	Large (20)				Medium (14)				Small (39)			
Level	Area	% Reg.*	% Spec.*	% NR*	Area	% Reg.	% Spec.	% NR	Area	% Reg.	% Spec.	% NR
Elementary	Vis/Art	45	25	30	Vis/Art	43	36	21	Vis/Art	46	13	41
	Music	—	75	25	Music	—	86	14	Music	21	59	20
	Drama	30	5	65	Drama	—	21	79	Drama	23	3	74
	Dance	15	5	80	Dance	7	—	93	Dance	3	3	94
	Writing	50	5	45	Writing	21	—	79	Writing	46	8	46
Jr. High	Vis/Art	5	55	40	Vis/Art	14	50	36	Vis/Art	21	31	48
Or	Music	—	70	30	Music	—	79	21	Music	3	72	25
Mdle. Sch.	Drama	15	15	70	Drama	7	21	72	Drama	10	23	67
	Dance	10	5	85	Dance	—	—	100	Dance	—	5	95
	Writing	5	30	65	Writing	—	29	71	Writing	8	33	59
High School	Vis/Art	5	60	35	Vis/Art	7	71	22	Vis/Art	8	39	53
	Music	—	60	40	Music	—	79	21	Music	3	72	25
	Drama	5	50	45	Drama	25	75	—	Drama	10	39	51
	Dance	10	5	85	Dance	—	—	100	Dance	—	8	92
	Writing	5	50	45	Writing	—	43	57	Writing	5	44	51

Note: This table provides information in regard to the staffing of arts education instruction. The table is broken down by educational level, by arts areas, staff (regular or specialist) for the different sized districts.

While the table is self explanatory, it shows a high percent of no responses. This is likely due to the courses/instruction not being offered rather than the administrators choosing to not answer the question.

* Reg. = Regular Classroom Teachers
* Spec. = Specialist Teacher in the Arts
* NR = No Response

Major Findings

Course Offerings in the Arts (Table 5)

Districts reported offering a broad array of art courses. In visual arts, for instance, districts in all sizes indicated that their course offerings included graphics, design, drawing, painting, history, sculpture, film-video and elementary art.

Districts indicated that their music programs included elementary music, general music in junior high, general music in high school, band, orchestra, vocal, instrumental, keyboard and music theory, history and appreciation.

In visual arts, 44% of the large districts reported requiring elementary visual arts; 39% of the medium-sized districts; and 56% of the smaller districts. In music, 72% of the large districts reported requiring music in the elementary grades; 71% of the medium-sized districts; and 82% of the small districts.

In both visual arts and music, the history of the art form was a feature less emphasized than most other features. Overall, the most available offering in the arts was band and instrumental music.

Creative writing was generally less available than visual arts or music, but was required in some of the districts. Drama and dance were the least available of the art forms and, with rare exception, were not required.

Elementary visual arts and music were the most frequently required arts education.

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TABLE 5. Arts Courses Available and Arts Courses Required by Size of District

Large (20)

Course	%A	%R	Course	%A	%R	Course	%A	%R	Course	%A	%R	Course	%A	%R
Visual Arts			Music			Drama/Theatre			Dance			Writing		
Graphics	58	0	Elem.	56	72	Theatre	39	0	Modern	16	0	Plays	39	11
Design	47	0	Gen/JrH	61	50	Beginning	44	0	Ballet	0	0	Poetry	44	11
Drawing	63	11	Gen/HSch	37	0	Advanced	22	0	Jazz	0	0	Prose	50	11
Painting	56	11	Band	84	0	Elem.	6	0	Folk	11	5			
History	26	16	Orch	28	0	Stagecraft	22	0	Social	6	5			
Elem/Art	53	44	Inst/Lsn	83	0				Other	11	5			
Film/Video	32	0	Keyboard	11	0									
			Theory-Hist/ Appr	29	6									

Medium (14)

Course	%A	%R	Course	%A	%R	Course	%A	%R	Course	%A	%R	Course	%A	%R
Visual Arts			Music			Drama			Dance			Writing		
Graphics	15	0	Elem.	50	71	Theatre	14	0	Modern	0	0	Plays	7	0
Design	31	0	Gen/JrH	50	21	Beginning	50	0	Ballet	0	0	Poetry	29	7
Drawing	85	8	Gen/HSch	50	0	Advanced	7	0	Jazz	0	0	Prose	57	21
Painting	77	8	Band	100	0	Elem.	0	0	Folk	0	0			
History	15	0	Orch	100	0	Stagecraft	0	0	Social	7	0			
Sculpture	62	5	Vocal/Lsn	86	0				Other	7	0			
Elem/Art	54	39	Inst/Lsn	100	0									
			Keyboard	7	0									
			Theory-Hist/ Appr	0	0									

Small (39)

Course	%A	%R	Course	%A	%R	Course	%A	%R	Course	%A	%R	Course	%A	%R
Visual Arts			Music			Drama			Dance			Writing		
Graphics	15	3	Elem.	56	82	Theatre	8	0	Modern	0	0	Plays	13	3
Design	18	5	Gen/JrH	53	67	Beginning	24	3	Ballet	0	0	Poetry	21	15
Drawing	36	5	Gen/HSch	53	18	Advanced	11	0	Jazz	0	0	Prose	18	13
Painting	26	3	Band	85	8	Elem.	3	0	Folk	0	0			
History	21	5	Orch	15	0	Stagecraft	3	0	Social	6	5			
Sculpture	13	0	Vocal/Lsn	46	3				Other	3	3			
ELem/Art	40	56	Inst/Lsn	77	18									
Film/Video	3	3	Keyboard	13	0									
			Theory-Hist/ Appr	18	10									

Note: The entries in Table 5 are in percents with "A" representing available and "R" required. For example, it can be observed that while 58% of the large districts reported graphics courses available, none reported requiring graphics courses. Also, it can be seen that 50% plus of all districts have elementary music courses available while over 70% of the districts require elementary music. Overall, the table reveals fairly consistent patterns across the districts in respect to the offerings and requirements.

Major Findings

Opportunities for Special Students (Table 6)

According to teachers in a majority of districts, music and visual arts are provided for gifted students as well as those who are handicapped.

Written Curricula in the Fine Arts (Tables 7 and 8)

Administrators were asked whether their districts had written curricula in the fine arts that were approved by the local school board. The vast percentage of districts did not. Only 33% of the larger districts, 25% of the medium, and 26% of the small districts had such written curricula, school-board approved.

According to the teachers who were asked whether their districts had a sequential written curriculum guide in each of the fine arts areas. 64% of responding districts have a curriculum guide in vocal music, and 86% in visual arts. This contrasts sharply with other arts areas; in drama, for instance, only 3% of districts indicated that they had a curriculum guide.

The teachers were also asked whether they were aware of the state curriculum guide in the fine arts and whether they were using it. The awareness is moderate; the usage appears very low.

TABLE 6. Music and Visual Arts Provision for Artistically Gifted and Handicapped Students

	Gifted			Handicapped		
	% Yes	% No	%NR	% Yes	% No	%NR
Music (59)	58	35	7	73	23	7
Vis/Arts (29)	76	17	7	70	23	7

TABLE 7. Percent of Districts that have a Written Board-Adopted Fine Arts Curriculum.

	Percent	
District	Yes	No
Large (2)	33	67
Medium (14)	25	75
Small (39)	26	74

Note: Percentages are based on respondents.

TABLE 8. The Availability of Sequential Curriculum and Awareness of the State Curriculum Guide.

	Curriculum			Aware			Using		
Music (50)	Yes	No	NR*	Yes	No	NR	Yes	No	NR
Vocal	64	27	9	–	–	–	–	–	–
Strings	3	87	10	68	25	7	32	41	27
Choral	44	48	8	–	–	–	–	–	–
Band	46	46	8	–	–	–	–	–	–
Visual Arts (29) Curriculum	86	14	–	86	14	–	45	38	17
Drama/Theatre 3 Dance	–	90	10	–	–	–	–	–	–

* NR = No Response.

Major Findings

School Facilities (Table 9)

The vast majority of responding districts in all sizes indicated that they had classrooms reserved for elementary music (large, 80%; medium, 93%; and small, 73%.) Visual arts rooms for elementary grades were available in 15%, 43% and 18% of the districts responding. For the other arts disciplines, at the elementary levels, separate classroom space was rarely allocated.

At the junior high level, music continues to be the arts discipline that most often is allocated its own space (in 70% of large districts; 93% of medium districts and 73% of small districts.)

In high schools, music classes are taught in classrooms reserved for that purpose in 75% of the larger districts, 86% of medium districts, and 77% of small districts. This is followed by visual art (20%, 64%, 18%).

In 60-64% of districts of all sizes, an auditorium suitable for arts performances was available.

TABLE 9. Rooms Reserved for Arts Education

	Large (20)				Medium (14)				Small (39)			
Level	Area	% Yes	% No	% NR	Area	% Yes	% No	% NR	Area	% Yes	% No	% NR
Elementary	Vis/Art	15	55	30	Vis/Art	43	43	14	Vis/Art	18	69	13
	Music	80	—	20	Music	93	—	7	Music	73	13	15
	Dance	10	40	50	Dance	7	50	43	Dance	3	62	35
Jr. High	Vis/Art	15	50	35	Vis/Art	57	14	29	Vis/Art	18	64	18
or	Music	70	—	30	Music	93	—	7	Music	77	8	15
Mole. Sch.	Dance	5	35	60	Dance	7	43	50	Dance	—	59	41
High School	Vis/Art	20	55	25	Vis/Art	64	21	15	Vis/Art	18	59	23
	Music	75	—	25	Music	86	—	14	Music	77	8	15
	Dance	5	35	60	Dance	7	50	43	Dance	3	62	35
	Auditorium	60	25	15		64	36	0		62	33	5

Note: This table lists the percent of districts that assign rooms for the exclusive use of arts education and the percent of districts with an auditorium suitable for arts performances.

Professional Development in the Arts for Teaching Staff (Tables 10, 11 and 12)

The survey asked whether professional development in the arts was available to classroom teachers and specialists in the arts. In the area of music alone positive responses were near or above the 50% level for professional development of music specialists (70%, 50%, 41%).

Other areas where professional development was reported available in about one third to one half of the districts responding were of visual arts specialists (45%, 43% and 21%); the classroom teacher, in music (30%, 36%, 49%); the classroom teacher, in visual arts (30%, 29%, 36%); and the classroom teacher, in writing (35%, 21% and 36%.)

The responses suggest that staff development in some of the arts is available in some of the districts. Specialists in music and visual arts have more opportunities to advance their learning in the arts than do classroom teachers. Staff development in drama and dance is almost non-existent.

Most districts in all sizes do not provide release time for teachers to accomplish course work related to the arts. However, a majority of the districts provide release time to both teachers and specialists to attend workshops and in-services. Release time for conferences is also available in a majority of large districts, about half of the medium-sized districts and about 40% of the small districts.

The median amount districts reported spending on staff development varied from $3,871 to $13,365 annually. Districts reported that from 5% (large and medium districts) to 1% (small districts) went towards professional development of the arts staff.

This means that a large district employing 6.5 staff in the arts may allocate just under $400 per year for the professional development of its arts staff, or about $60 per staff person.

TABLE 10. Professional Development Provided for Staff

Large (20)	Vis/Arts			Music			Drama/ Theatre			Dance			Writing		
Staff	% Yes	% No	% NR	% Yes	% No	% NR	% Yes	% No	% NR	% Yes	% No	% NR	% Yes	% No	% AR
Cl Rm Tchr.	30	35	35	30	25	45	20	40	40	5	45	50	35	30	35
Specialist	45	35	20	70	15	15	30	35	30	15	40	45	25	30	40
Medium (14)															
Staff	% Yes	% No	% NR	% Yes	% No	% NR	% Yes	% No	% NR	% Yes	% No	% NR	% Yes	% No	% NR
Cl Rm Tchr.	29	43	28	36	36	28	14	29	57	14	29	57	21	21	58
Specialist	43	21	36	50	21	29	14	21	65	7	21	72	21	14	65
Small (39)															
Staff	% Yes	% No	% NR	% Yes	% No	% NR	% Yes	% No	% NR	% Yes	% No	% NR	% Yes	% No	% NR
Cl Rm Tchr.	36	49	15	49	49	2	18	51	31	3	56	41	36	36	28
Specialist	21	36	43	41	21	38	18	31	51	—	39	61	26	28	46

Note: This table provides information in respect to the availability of professional development programs for teachers providing arts education instruction. As can be observed, the table is broken down in respect to development available to both classroom teachers and specialists. The No Response column is again interesting. Whether the Administrators chose to not take the time to answer this question or were not informed is not clear. There does seem to be a pattern however that suggests some availability in music and visual arts to little in the other areas.

TABLE 11. Release Time for Professional Activities in the Arts

Large (20)	Coursework			Conference			Workshop			In-service		
Staff	Yes	No	NR*	Yes	No	NR	Yes	No	NR	Yes	No	NR
Teacher	20	45	35	55	15	30	70	—	30	65	—	35
Specialist	20	60	20	65	15	20	75	5	20	70	5	25
Medium (14)												
Teacher	14	64	22	43	29	28	79	14	7	79	14	8
Specialist	14	57	29	57	14	29	79	—	21	79	—	21
Small (39)												
Teacher	18	51	31	39	31	30	59	13	28	67	15	18
Specialist	15	46	39	44	21	35	59	13	28	54	13	31

Note: This table indicates whether or not districts provide release time for professional development through the types of activities listed.

* NR = No Response

TABLE 12. 1989-90 Total Amounts Budgeted for Staff Development with Percent for Arts Education Staff.

Districts	Median	%
Large	$7,774	5
Medium	$13,365	5
Small	$3,871	1

Note: The discrepancy between the median amounts reported for the large and medium sized districts is not clear. It may have been due to the question being in two parts and misinterpreted. In addition, the part of the question that asked what percentage of the development budget was for arts education staff was omitted by over 50% of the respondents - again suggesting that the various specialities may be embedded in the totals. Finally, 14 respondents from the small districts marked "0" for arts education staff development and 10 did not respond at all (14 of 39 and 10 of 39).

Major Findings

Support of the Arts (Table 13)

In the perception of most administrators, there will be no change in the support for arts education in the immediate future. Fifty percent of administrators in large districts, 93% in medium districts and 69% in small districts estimate no change in support for the arts. Only 5% of administrators in small districts expect that the support will decrease. Thirty five percent of administrators in large districts, 7% in medium, and 21% in small expect an increase.

Teachers' Perceptions about Improvements (Table 14)

Teachers were asked how they thought arts programs could be strengthened, and were offered the following options: increase staff, revise curriculum, increase budget, improve facilities, expand supplies and equipment, increase instructional time, increase offerings, and (provide) in-service.

In music, the two responses most often given were to increase the budget (68%) and expand supplies and equipment (51%.) In-service was cited least often (10%.)

In visual arts, teachers most often named expanding supplies and equipment (59%) and in-service (50%) as a means to improve the programs.

TABLE 13. Administrators' Estimate of Whether Support for the Arts Will Change

	Percent			
	% Increase	% Decrease	% No Change	% No Response
Large (20)	35	—	50	15
Medium (14)	7	—	93	—
Small (39)	21	5	69	5

Note: The table provides administrators' perceptions in respect to their estimate of whether support for arts education will increase, decrease or stay the same.

TABLE 14. Teachers' Opinions in Respect to how Arts Programs can be Strengthened.

	Music (59)			Vis/Arts (29)		
	% Yes	% No	N	% Yes	% No	N
Increase Staff	48	52	42	32	68	22
Revise Curriculum	26	74	41	9	91	22
Increase Budget	68	32	41	36	64	22
Improve Facilities	37	63	41	46	54	22
Expand Supplies/Equip.	51	49	42	59	41	22
Increase Instruct/Time	45	55	42	37	63	22
Increase Offerings	14	86	42	32	68	22
In-Service	10	90	42	50	50	22

Note: This table reports how teachers felt regarding ways that arts programs might be strengthened. The teachers could respond to more than one item, thus the "N" column indicates the number of teachers that marked that item.

Summary, Needs And Recommendations

"As educators, we must be concerned about the whole development of the child, including aesthetic development. Students must be exposed to and involved with the arts as reflections of previous cultures, reflections of themselves, and reflections that will be created of their own societies."

— MARY BETH KELLY,
Fine Arts Coordinator,
Aberdeen Public Schools

The picture of the arts in South Dakota's schools is of a traditional arts curriculum which emphasizes mostly band and some other aspects of music followed by visual arts programs. The curriculum in both of these arts disciplines contains mostly instruction in the practice and performance of the art form with substantially less focus upon other features such as its role in society, its history and philosophy. Dance as an art form is almost completely ignored in South Dakota schools.

Although the arts are required for high school graduation, there is no evidence that students are provided with activities and lessons throughout their school career that develop a broad-based understanding of the arts.

Strong and dynamic teachers can make a good arts program. A sizable number of teachers in the schools have background in the arts. However, in most districts, there hasn't been an agreement by teacher or citizens' representative—the local school board—about what the aim of arts instruction is and what accomplishments are hoped for. Most districts have not clearly defined their arts curricula and have not taken guidance from the State Fine Arts Curriculum.

The teachers are given pitifully small budgets to address a number of features necessary for a dynamic program, including field trips, instruments, materials, supplies, individual student needs, special materials, consultants or artists, new curriculum materials, and others.

A teacher in South Dakota interested in developing an ability to teach the arts unfortunately would not find many opportunities locally. Depending upon the size of district, a teacher may be released to attend training events in the region.

Superintendents indicate that they are supportive of arts education; teachers, too, perceive support from administration and the community. However, this support has not been mobilized to make the arts a priority. Funding for arts in education is not increasing at a rate commensurate with the increase in school budgets.

On the positive side, many districts provide music and visual art at the elementary level, and make the arts available to handicapped students and gifted students.

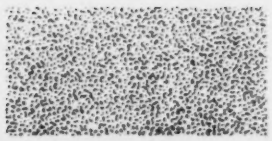
The arts must be taught with rigor and passion and in a manner that conveys serious intellectual intention. Towards this end, teachers must receive excellent college training, including the arts. Once teachers are in their jobs, they must seek out ways to increase their knowledge of the arts and how to teach them to students. Teachers will be significantly aided by districts that attend to the professional advancement of their teachers. Districts must offer encouragement and incentives for teachers to learn new skills, including the arts.

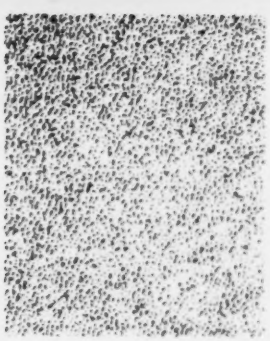
What is needed in the state is a wide-spread and grassroots movement of people to insist on the value and importance of the arts. Citizens must speak up about the importance of the arts in all the places where opinions can be registered, from local school boards to the voting booths. An arts education can show students the way to be both disciplined and playful, to understand oneself and others, to express ideas and feelings, to make decisions and to live with the complexity and mystery of the world. Parents and other residents must cease to tolerate an incomplete or unbalanced haphazard education that fails to educate students thoroughly in the fine arts.

The forces against a fine and complete arts education are enormous. Enormous, too, are the forces that can be brought to bear on changing the course of students' education. If the course can include a finer and more broad-based arts education, the benefits to students and society at large will last a lifetime.

Change in education and in arts education must be undertaken on a long-term basis. Many factors make the present time fortuitous to mark the beginning of active striving for improvement. South Dakota can build upon its history of State support for the arts. Good use can be made of the result of the 1990 survey of arts education. The benefits of new national programs, ideas and models in arts education can be applied to South Dakota schools. The South Dakota Arts Council can invest its federal support well in projects that will provide lasting help to schools, teachers and students in the area of arts education.

Education '90: A Framework For The Future





During the fall of 1989 President Bush met with all state governors at a national education summit to discuss concerns and priorities for the future. As a result of this meeting, six goals were established to be achieved by the year 2000. The six educational goals for our nation are as follows:

Goal 1: By the year 2000, all children in America will start school ready to learn.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Goal 4: By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

In July of 1990, Governor George S. Mickelson organized Education '90 - A Framework for the Future, an education conference for South Dakota educators to discuss the six national goals and their relationship to the state's education programs.

South Dakota Arts Council, Office of Arts staff and members of the Arts Education Task Force were involved with prioritizing objectives of Goal 3 and developing strategies for accomplishment. Unanimous agreement of all participants discussing Goal 3 was the need for strong arts education in school curricula. The number two priority objective of Goal 3 became;

Objective 2: All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community. Nine recommendations to achieve Objective 2 were made:

1. Promote the integration of subjects.
2. Promote the involvement of parents and the community in cultural education.
3. Promote Indian studies.
4. Promote the study of the arts.
5. Promote international studies.
6. Provide financial support for cultural education.
7. Promote teacher motivation in cultural education.
8. Incorporate cultural education in curricular planning.
9. Adding the arts to Goal 3 as it is adopted and integrated by the state.

Significant recognition for the necessity of sequential arts education K-12 for South Dakota schools will be uppermost in curriculum development plans statewide. Arts education in South Dakota now has an opportunity to achieve prominence in school curricula as never before.

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Recommendations

Based on the survey, other available information, and the commitment and belief of its members, the Arts Education Task Force endorses these recommendations and directs them to the following bodies:

1. **Teachers, including those trained in the arts:**

   - should take steps to assure the articulation and evaluation of districts' goals for student learning in the arts. Use should be made of the State Fine Arts Curriculum guide and other model reference documents.
   - should make a commitment to lifelong learning and continual upgrading of their teaching skills.
   - should broaden their teaching beyond the creating of the art forms to include aspects of the arts currently not represented, such as history and aesthetics.
   - should explore various interdisciplinary or integrated approaches to education, such as relating the arts to one another and including aspects of arts in the study of other subjects.
   - should assure that the many cultures comprising America and the world are well and honorably represented in the education of students.

2. **Local school administrators:**

   - must recognize that the arts are a fundamental aspect of human knowledge and should exercise rigorous leadership in assuring that their schools provide a solid arts education for all students.
   - should support teacher professional development in the arts and should help sponsor local opportunities and provide release time and funding for workshops, conferences and other training events outside the district.

3. **Local school boards and districts:**

   - should support a complete arts education program, basic to the education of all students, through articulating and acting upon a philosophy that values the arts.
   - should make clear commitments to the development of their arts programs, including the provision of appropriate resources.
   - should use community arts resources to enhance the curriculum through such opportunities as Artists-In-Schools.

4. **Parents, citizens, and the broader community:**

   - should be knowledgeable, active advocates insisting on an education that includes substantive, sequential arts education.
   - should be willing to share their expertise in the arts to enhance the local school programs.

5. **Commerce and industry:**

   - should recognize the influence of arts education on their future work force—the creation of better communicators and creative problem-solvers with broader global perspectives.
   - should start conversations between business people and educators regarding future shared ventures involving arts education.
   - should provide corporate contributions to arts education as well as support public appropriations.

6. South Dakota government, public office holders and state boards:

- should fund state programs that enhance school's ability to provide arts education, such as the State Arts Council's Arts in Education ventures.
- should actively support mandates that advance arts education, such as the state high school graduation requirement in the arts.
- should include the arts in planning many aspects of state government such as tourism, environmental affairs and economic development, in order to enjoy the benefits of the arts and recognize their fundamental place in the lives of South Dakotans.

7. Higher education:

- should educate teachers in the philosophy and practice of broad-based, sequential arts education through pre-service and in-service training.
- should create arts education outreach programs and partnerships with elementary and secondary schools in the state.
- should insist that students graduating from institutions of higher learning, especially those who are to be teachers in all fields, have some background in the arts.
- should provide appropriate education in the arts to all educators receiving administrative degrees.

8. Arts institutions and state arts and education organizations:

- should join the advocacy movement to place the arts firmly in the education of all students.
- should help supplement school curricula by offering students direct contact with the arts through a variety of programs, including ones that bring artists and art to the schools.

9. The Arts Education Task Force:

- should demonstrate curriculum planning processes and results that work and should develop projects toward this end such as the pilot school project. (Refer to the section called "Next Step: Pilot Schools.")
- in conjunction with the Arts Council and other cooperating agencies, should develop concrete long-range plans for continuing the movement towards an arts education for all students.

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Next Step: Pilot Schools

The South Dakota Arts in Schools Basic Education Task Force decided that one way to respond to several of the state's needs in arts education would be to help selected school districts develop arts education curricula. The model curricula would demonstrate how each of the arts disciplines, creative writing, dance, music, theater and visual arts, can be included in a comprehensive manner sequentially throughout all the grades from kindergarten to twelfth.

Toward this end, school districts will be assisted in developing (1) specific objectives and competencies, in terms of knowledge and skills, for student accomplishment in the arts; (2) curricula and resources aimed at sequential achievement of these objectives and competencies; and (3) methods for evaluating students' progress. The results are to stand as practical examples of expanding school and community commitment to the arts as a feature of basic education. The project is also intended to create arts curricula within the guidance of the State Fine Arts Curriculum Guide and to influence the future revisions of the guide.

In the fall of 1990, school systems may apply to the South Dakota Arts Council to be pilot sites. The Arts Council will provide grants and technical assistance to selected sites over a three year period.

Essential aspects of a successful application are demonstration of the districts' school board, community and overall commitment to arts education, the existence of a long-range educational plan, and the establishment of a strong curriculum team willing to work on arts curricula over the long-term. The Arts Council intends to establish three pilot school sites representing an urban, a rural and a tribal area.

Promotion of the outcomes of the project among other districts through publications and staff development will follow in the years ahead.

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Appendix

During the autumn of 1989, the South Dakota Arts Council conducted a survey of the state's educators. This appendix contains the materials used in that survey, from which the data in this report was drawn.

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SOUTH DAKOTA ARTS COUNCIL

Office of Arts • Department of Education and Cultural Affairs

October 31, 1989

Dear Colleague:

The condition of education in the nation, across our state, and in local districts is the focus of government leaders at all levels. A key component to a well rounded educational experience is a solid arts curriculum. The South Dakota Arts Council has secured a grant to survey the condition of arts education in South Dakota schools. Data collection in determining what exists in arts education is a cooperative effort between the Foundation for the Arts in South Dakota, South Dakota Alliance for Arts Education, and the South Dakota Arts Council.

The enclosed surveys have been sent directly to the Superintendent, and your school district was selected in a proportional random sample based on student population. We ask that you or your designee fill out the administrative survey. You have also been sent three teacher surveys that we ask be passed on to arts educators at each level (elementary, jr. high/middle, and high school) to be completed for the programs available at that particular level. Included in the mailing is a self-addressed, stamped envelope to return the completed forms.

We are asking a lot of you, but when things need to get done superintendents are the people to call on. This is a very important survey for arts education in our state. There is a tremendous emphasis on examining and improving arts education nationally by the Kennedy Center and National Endowment for the Arts. This focus parallels the overall emphasis government leaders are placing on education. Also, we believe that a solid arts education program addresses many of the Youth At Risk issues that we hear about on a daily basis.

108 West 11th Street
Sioux Falls, SD 57102-0788
605-339-6646

Please take the time to fill out, hand out, and collect the surveys that you have received. We need them returned to compile the data by December 15, 1989. Each school has been assigned a code number for follow-up purposes. Your responses will be kept confidential, but we will be sending out postcards early in December if we have not received a completed set of surveys back from your district. As I noted earlier, this is an important survey, and since we used a random sample of schools rather than all of the schools across the state, we need a 100% return.

I am grateful to you for your cooperation in this matter. The expedient return of this material indicates your commitment to the development of the arts in South Dakota.

Respectfully,

John A. Bonaiuto, Ed.D.
Superintendent of Schools
Vermillion, SD 57069

Janet Brown, Executive Director
Foundation for the Arts in South Dakota

Gene Fracek, President
South Dakota Alliance for Arts Education

Dennis Holub, Executive Director
South Dakota Arts Council

Enclosures

South Dakota Arts Council
Arts In Schools Basic Education Task Force
Curriculum Assessment
Arts Education Survey For Administrators

1. School District _____

2. Title (circle): SuperintendentCurriculum DirectorOther _____

3. Enrollment K-12 _____

4. Total district budget: 1988-89 $_____ 1989-90 $_____

5. Approximate arts education budget: (Not including staff salaries)

	1988-89	1989-1990
Visual Arts	$ _____	$ _____
Music	$ _____	$ _____
Drama	$ _____	$ _____
Dance	$ _____	$ _____
Creative Writing	$ _____	$ _____

6. Number of full-time equivalent teachers in your district. _____

7. What was the total dollar amount budgeted for staff development in 1989-1990? $_____

   Approximately what percent of this amount is used for arts education staff development? $_____

8. How much does your district plan to spend on consumables and non-consumables for the following areas during 1989-1990?

	Consumables (Materials)	Non-Consumables (Equipment)
Visual Arts	$ _____	$ _____
Music	$ _____	$ _____
Drama	$ _____	$ _____
Dance	$ _____	$ _____
Creative Writing	$ _____	$ _____

9. Number of FTE arts education specialists at each level in 1989-1990.

	Number	Elem.	Jr. High	High
Visual Arts	_____	_____	_____	_____
Music	_____	_____	_____	_____
Dance	_____	_____	_____	_____
Drama	_____	_____	_____	_____
Creative Writing	_____	_____	_____	_____

Visual, Performing, And Literary Arts

10. Which of the following arts courses are available and required in your district? Check each that is available and whether they are required.

	Offered	Required
Visual Arts:		
Graphics	_____	_____
Design	_____	_____
Drawing	_____	_____
Painting	_____	_____
Art History	_____	_____
Sculpture	_____	_____
Art in Elementary	_____	_____
Film/Video	_____	_____

Music:

Elementary Music	_____	_____
General Music Jr. High	_____	_____
General Music High	_____	_____
Instrumental-Band	_____	_____
Instrumental-Orchestra	_____	_____
Lessons-Vocal	_____	_____
Lessons-Instrumental	_____	_____
Keyboarding	_____	_____
Theory, History, Appreciation	_____	_____

Drama/Theatre:

Theatre	_____	_____
Drama, Beginning	_____	_____
Drama, Adcanced	_____	_____
Drama in Elementary	_____	_____
Stagecraft	_____	_____

Dance:

Modern	_____	_____
Ballet	_____	_____
Jazz	_____	_____
Folk	_____	_____
Social	_____	_____
Other _____	_____	_____

Creative Writing:

Play Writing	_____	_____
Poetry	_____	_____
Prose	_____	_____

11. Does your district have a board-adopted, written policy related to the fine arts curriculum?

Yes _____ No _____

12. In your opinion, does your district provide adequate resources to implement the objectives of your arts programs?

I = Inadequate A = Adequate

	Elementary		Junior High or Middle School		High School	
	I	A	I	A	I	A
Visual Arts	_____	_____	_____	_____	_____	_____
Music	_____	_____	_____	_____	_____	_____
Drama/Theatre	_____	_____	_____	_____	_____	_____
Dance	_____	_____	_____	_____	_____	_____
Creative Writing	_____	_____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____	_____	_____

13. Would you estimate that support for the arts courses in your district will:

_____ Increase
_____ Decrease
_____ Stay the same

(continued)

Visual, Performing, And Literary Arts Personnel

14. Please indicate who teaches the arts courses in your district. Mark specialist only if the person has a teaching certificate in that area.

	Elementary		Junior High or Middle School		High School	
	Reg. Class Teach	Arts Spclst	Non-Endorsed	Endorsed	Non-Endorsed	Endorsed
Visual Arts	_____	_____	_____	_____	_____	_____
Music	_____	_____	_____	_____	_____	_____
Drama/Theatre	_____	_____	_____	_____	_____	_____
Dance	_____	_____	_____	_____	_____	_____
Creating Writing	_____	_____	_____	_____	_____	_____

15. Does your school district have any instructors in the arts who are neither regular classroom teachers nor arts specialists?

Yes _____ No _____

Facilities

16. Does your school have classrooms reserved for arts education only?

Y = Yes N = No

	Visual Arts		Music		Drama		Dance		Theatre	
	Y	N	Y	N	Y	N	Y	N	Y	N
Elementary	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Middle/Jr High	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Sr. High	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

17. Does your school have an auditorium suitable for arts performance?

Yes _____ No _____

Staff Development

18. Is continuing professional development for teachers working in the arts provided by your district?

	Regular Classroom Teacher		Arts Specialist	
	Yes	No	Yes	No
Visual Arts	_____	_____	_____	_____
Music	_____	_____	_____	_____
Drama/Theatre	_____	_____	_____	_____
Creative Writing	_____	_____	_____	_____

19. Please indicate the professional educational activities your arts educators participate in and mark your response to show who pays for these activities.

	Regular Classroom Teacher				Arts Specialist			
Professional Activity	Paid by School		Release time Provided		Paid by School		Release time Provided	
	Y	N	Y	N	Y	N	Y	N
Graduate Coursework	_____	_____	_____	_____	_____	_____	_____	_____
Conf. for the arts	_____	_____	_____	_____	_____	_____	_____	_____
Workshops/Clinic	_____	_____	_____	_____	_____	_____	_____	_____
Inservice Training	_____	_____	_____	_____	_____	_____	_____	_____

20. If a regional workshop providing assistance in developing, adapting, or revising an arts curricula were held, would your district participate?

Yes _____ No _____

Community Resources And Support

21. Do community arts or service organizations provide funding or programming in the fine arts for schools in your district?

Yes _____ No _____

22. Rate the level of support for arts education in your district by each of the following:

3 - High 2 - Medium 1 - Low

	Creative Writing	Visual Arts	Music	Drama	Dance
School Board	_____	_____	_____	_____	_____
Administration	_____	_____	_____	_____	_____
Teachers	_____	_____	_____	_____	_____
Dist. Legislators	_____	_____	_____	_____	_____
Community	_____	_____	_____	_____	_____

Thank you for your cooperation in completing this survey.

South Dakota Arts Council
Arts In Schools Basic Education Task Force
Curriculum Assessment
Arts Education Survey For Teachers

1. School _____ Bldg. Enrollment _____ Grades in Bldg. _____

2. Area of arts education you teach (circle):
   Visual Music Dance Drama Creative Writing

3. Level (circle): Elementary Jr. High/Middle Level High School

4. Number of students enrolled in each art area in 1989-1990: (answer for your area of instruction)

	Elementary	Jr. High	High
1. Visual Arts			
2. Music			
3. Dance			
4. Drama			
5. Creative Writing			

5. The percentage of minority children in the school population is:
   _____ Native American
   _____ Hispanic
   _____ Oriental
   _____ Black

   What was the number of minority children enrolled in each arts area in 1988-1989?

	Native American	Hispanic	Oriental	Black
1. Visual Arts				
2. Music				
3. Dance				
4. Drama				
5. Creative Writing				

6. How is student progress evaluated in your district? Check all that apply.
   _____ Performance
   _____ Teacher Evaluation
   _____ Scholarships/Awards
   _____ Products
   _____ Tests
   _____ Competitive Rating
   _____ Other (Specify) _____
   _____ None

7. Does your district have a sequential written curriculum for the following art areas? Check the appropriate areas.
   _____ Visual Arts
   _____ Vocal/General Music
   _____ Creative Writing
   _____ Strings
   _____ Drama
   _____ Dance
   _____ Choral Music
   _____ Band

8. There is a written curriculum for each of the fine arts areas in the South Dakota Fine Arts Curriculum Guide. Are you aware of this?

_____ Yes
_____ No

If yes, are you using it?

_____ Yes
_____ No

9. How many minutes per week per student are spent on instruction in the following arts areas? Check the appropriate response. (Answer for your area of arts instruction.)

	Instructional Times Per Week					
	None	Less than 30 Minutes	30-60 Minutes	61-90 Minutes	91-120 Minutes	Over 121 Minutes
Visual Arts	_____	_____	_____	_____	_____	_____
Music	_____	_____	_____	_____	_____	_____
Drama/Theatre	_____	_____	_____	_____	_____	_____
Dance	_____	_____	_____	_____	_____	_____
Creative Writing	_____	_____	_____	_____	_____	_____

10. How much have your arts education courses changed in the past two years?

3 - increased 2 - unchanged 1 - decreased

	Visual Arts	Music	Drama	Dance	Creative Writing
Student enrollment	_____	_____	_____	_____	_____
Course offering	_____	_____	_____	_____	_____
Arts materials budget	_____	_____	_____	_____	_____
Number FTE arts education specialists	_____	_____	_____	_____	_____

11. In your opinion, does your district provide adequate resources to implement the objectives of your arts programs? (Please circle the appropriate school designation for junior high or middle school.)

	Elementary		Junior High/Middle School		High School	
	I	A	I	A	I	A
Visual Arts	_____	_____	_____	_____	_____	_____
Music	_____	_____	_____	_____	_____	_____
Drama/Theatre	_____	_____	_____	_____	_____	_____
Dance	_____	_____	_____	_____	_____	_____
Creative Writing	_____	_____	_____	_____	_____	_____
Other (Specify) _____	_____	_____	_____	_____	_____	_____

12. Have arts education programs in your district provided for the following?

Artistically gifted student Yes _____ No _____

Physically, mentally, emotionally, and handicapped students Yes _____ No _____

(continued)

13. If you have noticed any of the following benefits from arts education activities in your district, please indicate.

SA = Strongly Agree A = Agree N = Neutral
DA = Disagree SDA = Strongly Disagree

	SA	A	N	DA	SDA
Arts activities have generated positive coverage in the local media for schools and the district.	_____	_____	_____	_____	_____
Quality arts programs have contributed to a school's ability to attract and keep students in school.	_____	_____	_____	_____	_____
The arts program has resulted in developing unusual or outstanding achievement of individual students and/or groups of students.	_____	_____	_____	_____	_____
Achievement in other content areas has been enhanced/strengthened by instructional programs in one or more of the arts areas.	_____	_____	_____	_____	_____
Arts activities have drawn strong support from parents and the community.	_____	_____	_____	_____	_____

14. How could the arts programs in your district by strengthened? Select **three.**

_____ Increase staff
_____ Curriculum development/review/revision
_____ Increase budget
_____ Improve facilities
_____ Expand/improve supplies/equipment
_____ Increase instructional time/schedule changes
_____ Increase course or activity offerings
_____ In-service training

15. Would you estimate that support for the arts courses in your district will:

_____ Increase
_____ Decrease
_____ Stay the same

Staff Development

16. Is continuing professional development for teachers working in the arts provided by your district?

	Regular Classroom Teacher		Arts Specialist	
	Yes	No	Yes	No
Visual Arts	_____	_____	_____	_____
Music	_____	_____	_____	_____
Drama/Theatre	_____	_____	_____	_____
Dance	_____	_____	_____	_____
Creative Writing	_____	_____	_____	_____

17. Please indicate the professional educational activities your arts educators participate in and mark your response to show who pays for these activities.

	Regular Classroom Teacher				Arts Specialist			
Professional Activity	Paid by School		Release time Provided		Paid by School		Release time Provided	
	Y	N	Y	N	Y	N	Y	N
Graduate Coursework	_____	_____	_____	_____	_____	_____	_____	_____
Conference for the arts	_____	_____	_____	_____	_____	_____	_____	_____
Workshops/clinics	_____	_____	_____	_____	_____	_____	_____	_____
Inservice training	_____	_____	_____	_____	_____	_____	_____	_____

18. If a regional workshop providing assistance in developing, adapting, or revising an arts curricula were held, would you participate?

Yes _____ No _____

Community Resources And Support

19. Do community arts or service organizations provide funding or programming in the fine arts for schools in your district?

Yes _____ No _____

20. Please indicate which community resources are used to supplement/strengthen your arts courses.

	Community Resources	
	Yes	**No**
None	_____	_____
Arts Centers	_____	_____
Museums	_____	_____
Galleries	_____	_____
Art Clubs	_____	_____
Exhibitions	_____	_____
Artists-in-residence	_____	_____
College/university Fine Arts Departments	_____	_____
Arts agencies	_____	_____
Community Orchestra	_____	_____
City Band	_____	_____
Music Groups	_____	_____
Drama Groups	_____	_____
Libraries	_____	_____
Park and recreation	_____	_____
Parent advocacy groups	_____	_____
Business/corporations	_____	_____
Community Chorus/Concert	_____	_____
Poetry Society	_____	_____
Weavers Guild	_____	_____
Community Arts Council	_____	_____
Theatre, Youth	_____	_____
Theater, Adult	_____	_____
Writers' Organization	_____	_____
Dance School Exhibitions	_____	_____
Assembly Programs	_____	_____

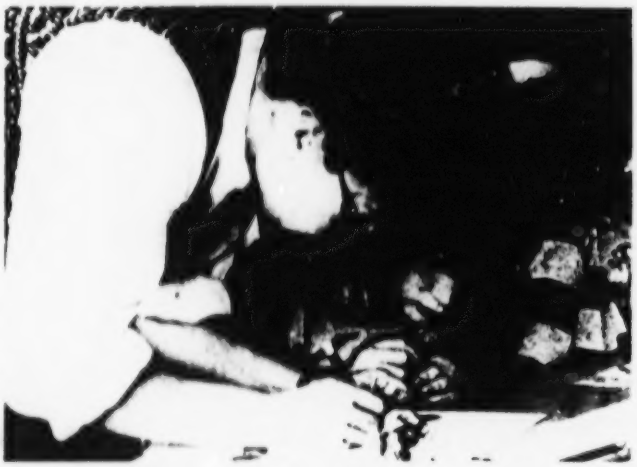
21. Rate the level of support for arts education in your district by each of the following:

	3 - High	2 - Medium	1 - Low		
	Creative Writing	**Visual Arts**	**Music**	**Drama**	**Dance**
School Board	_____	_____	_____	_____	_____
Administration	_____	_____	_____	_____	_____
Teachers	_____	_____	_____	_____	_____
Parents	_____	_____	_____	_____	_____
District Legislators	_____	_____	_____	_____	_____
Community	_____	_____	_____	_____	_____

Thank you for your cooperation in completing this survey. Please return to your Superintendent of Schools.

Follcwing is a list of 99 schools selected for the AISBEG survey by use of a random numbers table taken from ***Tables XXXIII of Fisher and Yates,*** published by Longman Group Ltd. London.

Schools were divided by enrollment population into 3 categories; 40 to 350 students, 351 to 800 students, and 800 and above students. This resulted in a total of 229 schools. Each population category represented a percentage of the total. This percentage total then was the number of schools selected by random number from the population category.



Schools Selected From The AISBEG Survey By Population

40-350 students

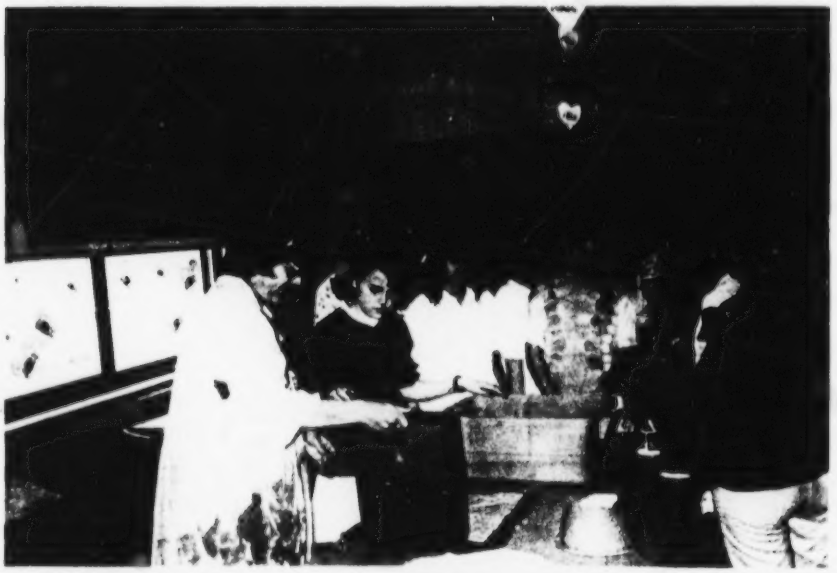
1 Glenham
75 Iroquois
76 Dupree
77 Eureka
8 Wood
9 Spencer
15 Big Stone City
16 Isabel
18 Summit
20 Ramona
21 Henry
23 Midland
25 Wessington Springs
26 Hitchcock
30 Artesian
34 Roscoe
35 Veblen
42 Hurley
44 Hecla-Houghton
45 Gayville-Volin
46 Colman
47 Emery
48 Canistota
49 Tulare
50 Tripp
52 Rosholt
54 Wakonda
55 Elm Valley
56 New Underwood
57 Hoven
59 Bridgewater
60 Montrose
61 Armour
63 Bison
67 Estelline
68 Wolsey
70 Jones County
71 Lake Preston
79 McIntosh
80 Edgemont
81 Grant-Deuel
82 Irene
83 Warner
86 Chester
89 Viborg
90 Castlewood
92 Woonsocket
93 Faulkton
94 Hyde
96 Centerville
97 Menno
115 American Horse Day School
116 Cheyenne-Eagle Butte
118 Crow Creek Reservation
121 Loneman School
123 Marty Indian School
125 Porcupine Contract School
126 Takini School
129 Wounded Knee School
135 Sioux Falls Christian
142 Volga Christian
145 Good Shepherd Lutheran
147 Mitchell Christian
28 Geddes

351-800 students

150 Sully Butte
156 Andes Central
158 Parker
159 Gettysburg
161 Freeman
162 McLaughlin
164 Britton
168 Newell
171 Hill City
172 Groton
174 Clark
175 Clear Lake
183 Hamlin
185 Dell Rapids
186 Jefferson
187 Shannon County
189 Tri-Valley
190 Wagner
193 Mobridge
195 Little Wound School
196 Pine Ridge School
198 Red Cloud Indian School

800-above students

202 Canton
207 Custer
210 Milbank
215 Spearfish
217 Todd County
218 Huron
219 Pierre
220 Brookings
221 Yankton
222 Mitchell
224 Meade
228 Sioux Falls
229 Sioux Falls Catholic



Photographs used in this publication are from South Dakota Arts Council's Arts-In-Education programming.

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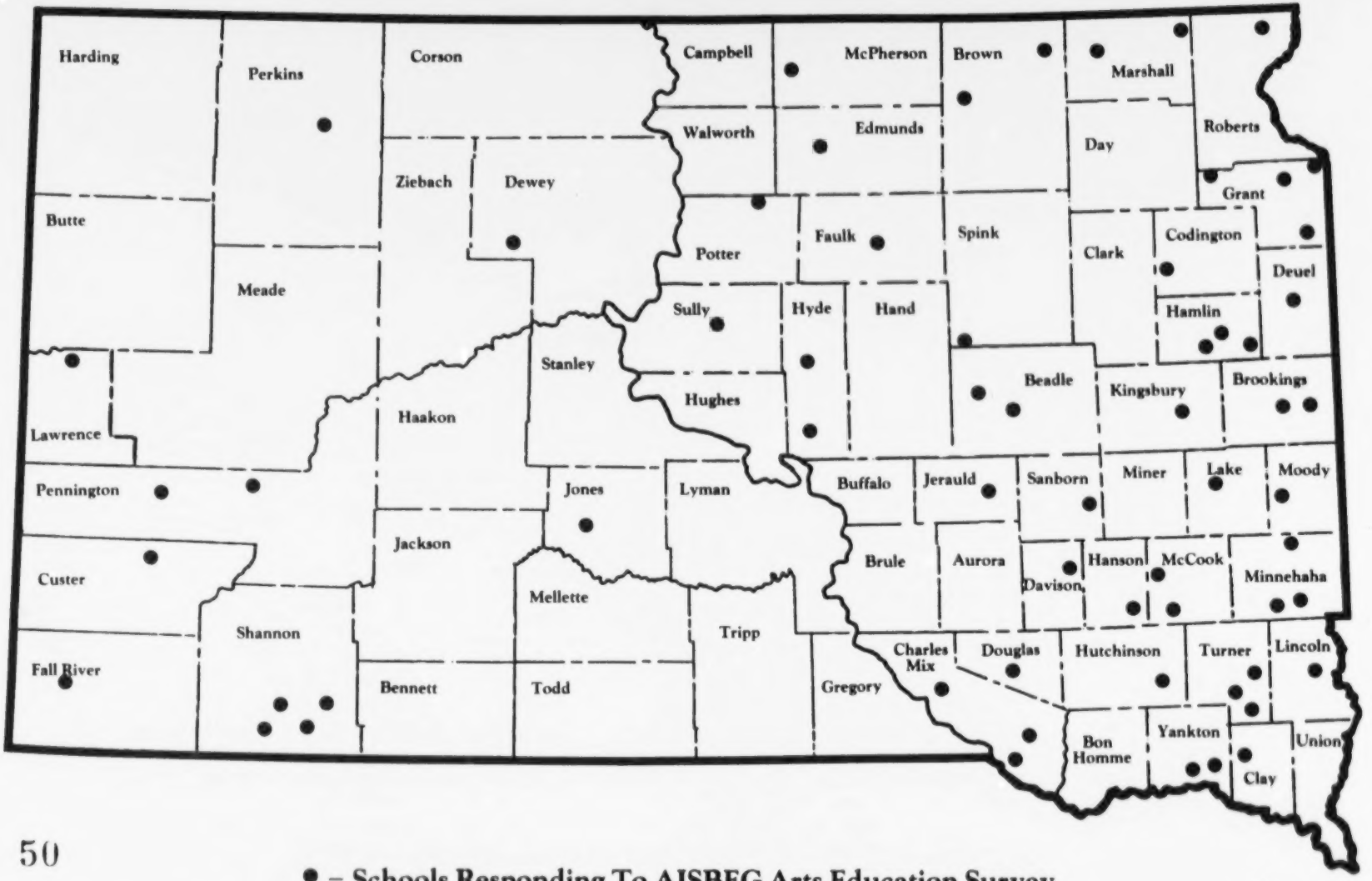
SOUTH DAKOTA



50

● = Schools Responding To AISBEG Arts Education Survey

51

SOUTH DAKOTA ARTS COUNCIL
Office of Arts • Department of Education and Cultural Affairs

ARTS AS ABC BASIC CURRICULUM

PILOT SCHOOLS REPORT

South Dakota Arts Council • 230 S. Phillips Ave. Suite 204 • Sioux Falls, SD 57102-0720
Phone (605) 339-6646 • FAX (605) 332-7965 • TDD Relay Service 1-800-622-1770

Arts as Basic Curriculum (ABC) Program

The Arts as Basic Curriculum (ABC) program of the South Dakota Arts Council is a long range strategy to make a sequential arts curriculum an integral part of the learning process for K-12 students. Through the ABC program and other Arts Education programs, the Council is committed to quality education in the arts for children.

Six South Dakota public schools participate in the ABC pilot project to develop a sequential arts curriculum suited to their own school. The pilot sites represent urban, rural and tribal schools. The Curriculum Planning Team at each location utilizes resources available in their own communities. Through their experiences, an Arts Education Curriculum will be developed to mentor to all South Dakota schools.

In July, 1990, Governor George Mickelson initiated "Education 90' A Framework for the Future." The statewide conference addressed the six National Goals for Education by the Year 2000 and launched South Dakota's Modernization of Education program.

The Modernization of Education program was designed to strategically establish twenty-four pilot schools across the state changing education to meet needs of the 21st Century. Currently 16 pilot schools have been established.

Complementing the ABC and Modernization of Education projects, South Dakota was one of 10 states in the nation to receive a grant from the National Science Foundation (NSF). The grant for $7.4 million is to be used over a five-year period to modernize the math and science curricula. The National Science Foundation Statewide Systemic Initiative is working in partnership with South Dakota Arts Council to integrate arts education with math and science at Modernizing pilot sites.

"Toward South Dakota 2000: Families First" Conference is scheduled for September 21 - 22, 1992 in Rapid City and Sioux Falls, two major cities in the state representing geographical locations East and West of the Missouri River. South Dakota Arts Council's Arts Education program and Arts as Basic Curriculum (ABC) pilot schools will be part of presentations and demonstrations for the statewide workshops.

ABC PILOT SITES

Aberdeen School District
8 S. High St., 57401
Mary Beth Kelly, ABC Coordinator
622-7953

Aberdeen School District is located in the northeast part of South Dakota. It consists of one high school (10-12), two junior highs (7-9) and seven elementary schools (K-6). Enrollment is approximately 4,600 students.

Currently the Aberdeen District is in Year Two of the ABC Grant, and is in Year One of the Modernization and National Science Foundation Statewide Systemic Initiative Grant (NSF/SSI) program. Fine Arts specialists have been doing research, visiting schools, attending national conventions, participating in workshops, and discussing ways to improve Fine Arts education within the district.

Aberdeen's Fine Arts philosophy, goals and rationale have been established. Teachers have begun to develop outcomes in art, music, drama, and dance. The process started with six representatives attending the state-sponsored Curriculum Restructuring for Effective Schools Tomorrow (CREST) Workshop. Work continued within the district during the summer. Revised curricula with outcomes, indicators and assessments will be ready for piloting during the 1993-94 school year. Evaluation and revisions will take place summer 1994.

In conjunction with the Modernization Program, Simmons Elementary School is developing multi-disciplinary, integrated teaching units that will infuse the arts in regular curricular offerings. Simmons is working with seven multiple intelligence models designed by Dr. Howard Gardner, Project Zero, Harvard University.

Northeast Educational Services Cooperative (NESC)
Box 345
White, SD 57276
Mary Jager, ABC Coordinator
629-3201

Sixteen school districts are participating in the ABC pilot project. They are: Arlington, Castlewood, Clark, DeSmet, Deubrook, Deuel, Elkton, Estelline, Florence, Grant-Deuel, Hamlin, Henry, Sioux Valley, South Shore, Waverly and Willow Lake. Over 5,000 students will receive benefits from this project.

NESC is in Year Two of ABC. The Cooperatives goal is to bring quality arts programs to rural member districts. during Year One of the pilot project, NESC researched and developed sequential learning criteria (K-12) for each of the five arts areas. Sioux Valley School District, a Modernization site, a pilot program at the third grade level using the integrated arts unit concept was developed, implemented and evaluated.

NESC has continued this process through in-servicing workshops in cooperation with Dakota State University. Teachers participating in workshops will develop integrated arts units implementing and evaluating curricula during Year Two. NESC's curriculum teams have presented integrated curricula at the Technology In Education (TIE) Conference, South Dakota Educators Conference (SDEA) and Modernization Conferences.

NESC's ABC program is an integral part of the Cooperative's NSF/SSI Grant in partnership with South Dakota State University's Science Department.

Another of the Cooperative's goals is linking area businesses with member school districts to aid in development, support and training of staff in an integrated, sequential arts education curriculum.

Todd County School District
Box 683
Rosebud, SD 57570
Dorothy LeBeau, ABC Coordinator
747-2411

The boundaries of Todd County School District in South Central South Dakota are the boundaries of the Rosebud Sioux Reservation covering an area of 1,400 square miles. Todd County School District is the largest public school serving Native American students (90% Native American). Attendance centers include a high school, middle school, elementary school and an exceptional education facility. Nine additional elementary schools are dispersed throughout the reservation. The district serves over 2,000 students.

The arts have always been at the heart and soul of the Lakota people. The Arts as Basic Curriculum program attempts to validate and honor this connection. ABC will integrate all aspects of the learning process into the development of the whole child. The Lakota Oyate have always believed that artistic/aesthetic experiences were necessary for a person to become balanced in mind, body, and spirit so that journeys upon the earth would be in harmony with all of creation ("Wacantognaka"). The outcome of this process is peace and harmony ("Wolakota").

To accomplish this vision, classroom teachers working as a team with arts specialists (may be a resource person from the community) will infuse the arts through an interactive, interdisciplinary, culture-based approach.

Todd County School District is a Modernization site school and is in Year II of the ABC program. ABC units are designed to meet the district's exit outcomes.

The district will implement an art-based magnet elementary school focusing on at risk youth. The arts magnet project is "Unmaspe Wacin", " I want to learn!" The school is non-graded, cross-age grouped and heterogeneously mixed. The core of all teaching will be the fine arts areas of music, dance, theater, creative writing and visual arts.

Yankton School District
1900 Ferdig, 57078
Joyce Wentworth, ABC Coordinator
665-3998

Yankton School District is located in the southeast corner of Yankton County. The district encompasses an area of 210 square miles with an enrollment of 1,699 students. The district is comprised of a high school, middle school, and six elementary schools, two of which are rural.

Yankton School District is in Year I of the ABC program. Yankton's goal is to provide a comprehensive K-12 sequential arts curriculum integrating creative writing, dance, music and theater through a literature based approach.

Year I has included visitations to the Minnesota Center for Arts Education and Public Arts High School, as well as workshops at the Walker Art institute. The curriculum team is involved in reviewing current literature on integration of arts curricula and the selection of specific resources to develop a K-12 sequential arts education curriculum.

Platte Community Schools
400 Illinois, 57369
Darrell Mueller, Principal, ABC Coordinator
337-3391

Platte Community Schools consists of 412 square miles of farm and ranch ground making agri-business the main economy. In addition to the main school building located in the community of Platte, four one-room rural schools, two of which are Hutterite Colony schools, comprise the district. Total enrollment is 500 students.

Platte's Year I, ABC program will begin at the sixth grade level. An integrated arts curriculum will be introduced using a student developed original opera over a nine-week period. Teachers were trained in this concept at the New York Metropolitan Opera Workshop.

Introduction of a photography program for high school students is planned for the 1992-93 school year. Implementation of the arts into the total curriculum is being researched along with plans for staff in-service workshops.

Takini School
HC 77, Box 512
Howes, SD 57748
Jean Wilson, ABC Coordinator
538-4399

Takini School, in its fourth year of operation represents a consolidation of three communities on the Cheyenne River Reservation: Bridger, Red Scaffold and Cherry Creek. Enrollment is 270 students, 99% of which are Native American in grades K-12. The students represent descendants of the Sioux Teton bands of Minnicoujou, Sans Arc, Blackfeet and Two Kettle.

Takini School was implemented as an outcome based education program. The school will be in its second year of a four-day week with Fridays set aside as coacher (teacher) in-service, planning, assessment and field trips. The 1992-93 school year will implement a 3-hour block schedule into Junior and Senior High Learning Circles moving toward more interdisciplinary learning units.

Year I of ABC is an integral part of Takini's Outcome Based Education Curriculum. Projects include a large outdoor mural, integration of photography and journalism, visual arts with math and science through visual artist Dick Termes' Polyhedron Project, creative writing and publishing, a K-8 Elementary Art Skills program and a Multi-Cultural Arts program.

Additional Arts Education Programs from South Dakota Arts Council

ARTS IN THE CLASSROOM is a fall workshop for K-12 classroom teachers providing unique learning opportunities in the arts. Teaching techniques in visual arts, literature, theater, music, dance and Native American culture help teachers develop sequential arts curriculum as part of the ABC program. College credit is available.

ARTISTS-IN-SCHOOLS provides matching funds for school residencies with professional artists for a week to a semester. Arts residencies encourage and supplement the arts in South Dakota schools.

TOURING ARTS perfomances and art exhibitions are available to nonprofit groups and schools through Touring Arts. For a brochure contact the Arts Council.

EXCURSION GRANTS provides assistance for transportation costs for taking school children to programs sponsored by an Arts Council funded organization in another location within the state.

ART EDUCATOR GRANTS assist teachers in all arts disciplines to develop arts curriculum. Special consideration will be given to applications leading to sequential arts education for pre K-12.

SUMMER PROGRAMS provide arts experiences for children and adults.

TOURING ARTS TEAMS travel to communities of less than 5,000 people for a week long residency. Two artists from different areas of the arts give workshops, performances or art exhibitions.

SOLO ARTISTS IN LIBRARIES (SAIL) give arts experiences to children ages 6-16 through week long residencies in communities with less than 5,000 people. Co-sponsored by the SD State Library, the program employs Artists-In-Schools.

YOUTH AT RISK residency program, in conjunction with Artists-In-Schools, trains professional artists to work with youth at risk in alternative school environments.

INTERNATIONAL EXCHANGE is a residency program involving Artists-In-Schools in Manitoba, Canada, North Dakota and South Dakota.

FOR FURTHER INFORMATION about arts education programs and the many other opportunities, grants and services available through the South Dakota Arts Council, please contact:

South Dakota Arts Council
230 S. Phillips, Ste. 204
Sioux Falls, SD 57102
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FAX (605) 332-7965

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TDD Relay Service 1-800-622-1770

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